DOCUMENT RESUME

ED 172 043 CE 022 172

AUTHOR Rice, Eric; And Others
TITLE Vocational Education in Correctional Institutions: State-of the Art Assessment of Programs in Region IV. Executive Summary.
INSTITUTION System Sciences, Inc., Chapel Hill, N.C.
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
BUREAU NO 498AH60194
PUB DATE Apr 78
CONTRACT 300-76-037
NOTE 39p.; For related documents see CE 022 170-171

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Students; *Adult Vocational Education; *Correctional Education; Correctional Rehabilitation; Corrective Institutions; *Delinquent Rehabilitation; Delinquents; Educational Innovation; Educational Policy; Financial Needs; Interagency Cooperation; Interagency Coordination; Needs Assessment; Organization; Participant Characteristics; Personnel Needs; Program Descriptions; Program Development; *Program Effectiveness; *Program Evaluation; Program Improvement; Success Factors; *Vocational Education; Vocational Rehabilitation
IDENTIFIERS United States (Southeast)

ABSTRACT

A project was initiated to describe vocational education in correctional institutions in Health, Education, and Welfare Region IV, the Southeastern United States. Project objectives were to (1) produce a data and knowledge base concerning correctional institutions' vocational education; (2) describe and quantify Region IV correctional vocational education characteristics; (3) delineate and evaluate issues essential to serving the target population; (4) describe Region IV vocational education programs' organization; (5) illustrate innovative vocational education practices potentially transportable to other institutions; and (6) generate recommendations to improve program effectiveness. Data was collected through a literature review, site visit interviews, a survey of seventy-three institution's officials, and a review of twenty-one exemplary programs. Issues identified were populations served, barriers and needs, funding, policy, coordination and cooperation, planning, delivery system's organizational structure, existing programs' characteristics, and the nature of successful/exemplary programs. Findings included the following. Over 40% adults and 42% juveniles were involved in vocational education programs. The most critical barriers were related to lack of policy, comprehensive programs, and appropriate funding and program isolation. The adult level personnel need was greatest for vocational teachers. Improved interagency coordination and cooperation was one of the three recommendations. (CSS)

ED172043

System Sciences, Inc.

P.O. Box 2345
Chapel Hill, North Czrolina 27514

919 929-7116

Final Report

Project No. 498AH60194
Contract No. 30076037

VOCATIONAL EDUCATION IN CORRECTIONAL INSTITUTIONS: STATE-OF-THE-ART ASSESSMENT OF PROGRAMS IN REGION IV.

Executive Summary

Eric Rice, Rose M. Etheridge, John R. Poe, Jr., James H. Hughes

System Sciences, Inc.

P. O. Box 2345

Chapel Hill, North Carolina

April 1978

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of tne project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. Department of Health, Education, and Welfare
Office of Education
Bureau of Occupational and Adult Education
Division of Research and Demonstration
Washington, D.C.

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE 022 172

Offices: Suite 206B, Chapel Hill Professional Village, 121 S. Estes Dr., Chapel Hill, N.C.

Corporate Headquarters: Bethesda, Maryland

ACKNOWLEDGEMENTS

Specifications for this research project originated in the Fiscal Year 1976 Research Program of the Office of Education in the form of the Part C Vocational Education Research Program. Personnel in the Research Branch, Division of Research and Demonstration, Bureau of Occupational and Adult Education, U.S. Office of Education, are acknowledged for their assistance. Ms. Velma Brawner and Dr. Jack Wilson provided many helpful suggestions to the project during its beginning. Dr. Paul Manchak, assigned as Project Officer during the course of the project, was supportive and helpful, especially in working through several key decisions that had to be made during the project period.

The work was performed by Ms. Rose M. Etheridge, Mr. John R. Poe, Jr., Dr. James H. Hughes, Ms. Doris M. Lange and Mr. Eric Rice in the North Carolina office of System Sciences, Inc.

Grateful acknowledgement is made for the cooperation and suggestions from many educators and corrections officials at local, state and Federal levels who provided valuable insights into the practical and theoretical problems posed by the study objectives.

TABLE OF CONTENTS

	Page
INTRODUCTION AND STATEMENT OF NEED	1
GOAL AND OBJECTIVES	1
DATA COLLECTION	2
DATA ANALYSIS	5
LIMITATIONS OF THE STUDY	6
RESULTS AND FINDINGS	6
Population Served	7
Barriers and Needs	8
Funding	10
Policy	12
Cooperation and Coordination	14
Planning	18
Organization of Delivery System	21
Program Characteristics	22
CONCLUSIONS AND SUGGESTIONS FOR FUTURE ACTIVITY	26

INTRODUCTION AND STATEMENT OF NEED

Corrections in the United States is in a dilemma. Faced with increasing inflation, budget cuts, rising crime rates, competing philosophies and public indifference and misunderstanding, the purposes and goals of corrections have become increasingly difficult to discern and act upon. One cannot be certain if corrections exists for the purpose of retention, rehabilitation, retribution, reintegration, deterrence or protection.

To the degree that the purposes are rehabilitation and reintegration, education and particularly vocational preparation activities have become increasingly important because the key to success in life outside institutions is education. This is not to imply that education can solve all human problems; however, marketable skills coupled with the ability to read and write greatly enhance the probability that an individual released from a correctional institution will become a contributing member of society.

Unfortunately, the educational and particularly the vocational education needs of populations housed in correctional institutions have too often been neglected as a foci for research activity. This situation exists in spite of the continuing belief in the benefits of education and in spite of the thousands of persons who are released from correctional institutions each year, relatively few of whom have received the kinds of training while incarcerated that would enable them to compete successfully for jobs.

GOAL AND OBJECTIVES

The primary goal of this research project was to develop a description of vocational education in correctional institutions located in HEW Region IV. Of particular concern were the identification of issues, the quantification of need and a description of programs. The specific objectives developed to achieve the goal and meet the need were as follows:

1) Produce a major data and knowledge base of information about vocational education in correctional institutions, thereby

filling a critical gap in the research literature on vocational education.

2) Define, describe, and quantify the characteristics of vocational education provided in all public correctional institutions, adult and juvenile, located in HEW Region IV, the southeastern United States.

3) Delineate, and place in sharp perspective, those issues which require resolution in order to more adequately serve the target population.

4) Describe and characterize typical organizational arrangements for vocational education programs in correctional institutions in the southeast.

5) Illustrate innovative vocational education procedures, techniques and practices in use in programs located in the target institutions that have potential for transportability to other institutions.

6) Generate recommendations which address the question of how vocational education in correctional institutions can be more effective.

DATA COLLECTION

A series of data and information collection activities utilizing interview, survey and document analysis techniques were employed for this research activity. The variety of techniques was necessitated by virtue of the breadth of project objectives, most particularly, the need to create a comprehensive data/information base pertaining to vocational education in southeastern correctional institutions. Figure 1, An Overview of Methods and Procedures for Data Collection, presents the specifications for each phase of data collection activity. The figure depicts information about collection methods, sources of data, number of respondents and topics and/or purposes of each activity. As noted in the figure, state level data were collected through personal interviews at both juvenile and

DATA COLLECTION ACTIVITIES	INFORMATION			
	Collection Method	Source of Data	Number of Respondents	Topics and Purposes of the Activity
Literature Review	Access of bibliographic systems for pertinent information. (Manual and automated)	· ERIC/CIJE System · AIM/ARM · Smithsonian Information Exchange · Law Enforcement/ Criminal Justice	200 Articles	1) Identification of major issues. 2) Development of baseline data for comparison purposes.
State Information	A series of state level, site visit interviews	State Level Officials · Adult corrections · Youth services/ rehabilitation · Vocational education	Officials in each of these agencies in every state	1) Articulation of the overall delivery system for vocational education to the target populations. 2) Description of the organizational structures typifying vocational education. 3) Securement of necessary clearances for instruments and procedures, nominations of exemplary programs and letters of support and endorsement from state officials.
General Survey	Institutional mail survey and phone follow-up	Institutional Officials · Director of Education/ Vocational Education · Director of Maintenance and Service Operations · Director of Prison Industries	73 Institutions	1) Characterization of vocational education programs that serve the target populations. 2) Delineation of the purposes, roles and policy for/of vocational education in correctional institutions. 3) Description of typical funding arrangements and expenditures related to vocational education for the target population. 4) Quantification of needs and barriers related to the provision of vocational education to target populations. 5) Portrayal of the typical organization arrangements, including agency coordination/ cooperation related to the provision of vocational education to the target population.

Fig. 1. Overview of Methods and Procedures for Data Collection

SYSTEM SCIENCES, INC.

DATA COLLECTION ACTIVITIES	INFORMATION			
	Collection Method	Source of Data	Number of Respondents	Topics and Purposes of the Activity
Exemplary Program Review	Institutional site visits to interview personnel from the nominated programs.	Institutional Persons • Program Director • Instructors • Inmates/ Offenders • Employers • Warden/ Superintendent	21 Institutions	1) Description of the shared and unique characteristics of exemplary programs. 2) Characterization of institutionalized individuals participating in exemplary programs. 3) Description of perceived needs and characteristics of instructors of exemplary programs. 4) Enumeration of contact persons at each exemplary program.

Fig. 1. Overview of Methods and Procedures for Data Collection (Continued)

SYSTEM SCIENCES, INC.

adult levels in each of the eight states. Particular attention was directed to identification of issues and description of state delivery systems.

General survey information was collected by a mail survey with a 100% sample of adult and juvenile state correctional facilities in each of the eight states located in HEW Region IV with the exception of North Carolina. In North Carolina data were collected from all juvenile institutions; however, due to the large number and great diversity of adult facilities as well as due to the similarity of a related, contemporary study, "Vocational Education and Corrections: An Assessment of Opportunities and Needs in North Carolina," survey data were not collected from North Carolina's adult institutions. Instead, state level compilations and information were derived through the related vocational education needs study, as applicable. Data analysis techniques took these events, as well as the disparity between numbers and types of institutions among states, into account when deriving regional data. The return rate for adult questionnaires was 96% with fifty-one institutions responding; the return rate for juvenile questionnaires was 79% with twenty-two institutions responding. Particular attention was addressed to characterizing vocational education in correction institutions and quantifying needs within programs.

Exemplary program information was collected by two-person site visit teams of experienced vocational education researchers. Twenty-one programs, each of which had been nominated as an exemplary, i.e., very successful, program were visited. The review was designed to address the objective of illustrating innovative procedures, techniques and practices, used within target institutions and that have transportability to other institutions. Particular attention was given to program elements and other variables that seemed to contribute to high in-program success and high or successful post-release employment.

DATA ANALYSIS

Study objectives mandated the use of descriptive statistics in order to depict quantitatively pertinent information about needs, barriers and program elements related to the provision of vocational education within southeastern adult and juvenile correctional institutions. Frequencies, means

and percentages were often used to present data outcomes and to express comparisons with baseline data. Study data were compilations derived for the region by treating each state as a single entity. This procedure required deriving mean figures for all pertinent data items for each state; regional findings were produced by combining the mean scores on each item for all states at both the juvenile and adult levels. Derivation of state means for each item was necessary due to the wide disparity in numbers or institutions within different states.

The overall data analysis and data presentation plan followed from the study objective of producing a comprehensive data base concerning vocational education in southeastern correctional institutions. Comparisons with national and/or baseline data were offered where possible. Data presentation included narrative description as well as a mixture of tables, graphs and case study/anecdotal examples.

LIMITATIONS OF THE STUDY

There are limitations on the usefulness of the results of the study, based on factors beyond the control of the contractor and on assumptions necessary to conduct the research project. These limitations include the following: (1) the data were assumed to be valid and complete for each responding institution; (2) it is assumed that the individual who completed the forms was knowledgeable and/or received sufficient assistance to provide valid and reliable responses; (3) in some instances the data were sometimes either incomplete or noncomparable; (4) it was assumed that responses from the several missing institutions would not have significantly altered study findings. Attempts were made to insure the highest possible return rate.

RESULTS AND FINDINGS

Results and findings were organized around the critical issues that emerged as topics for in-depth analysis during the conduct of the study. The identified issues were: (1) populations served; (2) barriers and needs; (3) funding; (4) policy; (5) coordination and cooperation; (6) planning; (7) the organizational structure of the delivery system; (8) the character of existing programs; and (9) the nature of successful/exemplary programs.

Excerpts of the findings pertaining to each of these issues have been presented on the following pages grouped according to issue. Findings include both adult and juvenile corrections information, but the discussions and tables distinguish between the two. Findings pertaining to the issue of the nature of successful and exemplary programs have been presented in a separate document, Keys for Improving Your Vocational Program: A Review of Exemplary Programs in Southeastern Correctional Institutions, volume two of the Final Report.

Findings presented in the results discussions are compilations of data from each of the eight states. Mean responses from each state were considered equal in creating regional data in order to overcome the problem of wide differences in numbers of institutions within states. Wherever possible, data were quantified in order to provide an empirical basis for characteristics and conclusions. Sources of all interview data are not identified in order to maintain stipulated confidentiality of sources and information.

Population Served

The adult institutions surveyed, exclusive of North Carolina, reported housing over 30,000 inmates while the juvenile institutions reported serving approximately 4,000 offenders. The majority of adult inmates were reported to have been males (92 percent) with females comprising only 8 percent of the inmate population. Sixteen percent of the population housed in juvenile institutions was female.

Over 13,000 adult inmates were reported to have been involved in some type of formal educationally related training program in a full-time or part-time capacity. Over 65 percent of these persons were involved in some academic training program including basic education, remedial education, high school equivalency work, or college level instruction. Over 40 percent were involved in formal vocational programs. Almost 60 percent were involved in a maintenance and service program that had vocational aspects. Twenty percent were involved in prison industry programs that included vocational training aspects. Approximately 1 percent were involved in work release and less than one half of one percent were involved in study release programs.

Similar to the adult pattern, academic education received the greatest

emphasis in juvenile institutions. The majority of juveniles were concentrated in academic programs. Vocational programs involved the next greatest number of students, 42 percent. Few juveniles were involved in prison industries due to the small number of prison industries, labor laws, and compulsory school laws. Participation rates for maintenance and service operations were greater than for prison industry even though overall rates were smaller than the rates for adult institutions. Some facilities reported using maintenance and service operations as an adjunct to their vocational training program. Several adult institutions combined maintenance and services in a similar fashion; however, adult systems were much more likely to have assigned higher priority status to industry or maintenance and service operations than to vocational training. Such priority ranking inhibited the provision of vocational education.

The populations served were highly similar to national averages in terms of age of inmates, racial mixture, periods of incarceration, and other demographic characteristics.

Barriers and Needs

The identification and quantification of barriers to and needs for the provision of successful and effective vocational education in southeastern correctional institutions was a logical first step in a comprehensive assessment of need designed to produce information upon which to base policy and program development. Barriers were addressed through the survey as well as use of the nominal group technique with the state directors of correctional vocational education at both juvenile and adult levels. Needs were addressed through the survey in terms of: (1) personnel needs; (2) programmatic needs; and (3) quantification of identified needs.

As noted in Figure 2, the most critical barriers to the provision of vocational education in all southeastern correctional institutions were related to the lack of policy, existence of program isolation, the lack of comprehensive programs that included appropriate support services, and the lack of appropriate funding. In some form, these barriers were perceived as the most critical barriers in both adult and juvenile institutions.

In trying to convert barriers into needs, administrators suggested that

Fig. 2. Perceived Barriers to the Provision of Vocational Education in Correctional Institutions.

ADULT AND/OR JUVENILE BARRIERS	
Rank	Barrier
1.	Lack of clarity regarding the role, purposes and policies of vocational education.
2.	Fragmentation of funds as well as overall paucity of fiscal resources.
3.	Lack of information access and dissemination system.
4.	Lack of classification system to match inmates and programs.
5.	Isolation of institutions and programs from community and from other institutions.
6.	Relative deemphasis of vocational education when compared to other institutional priorities.
7.	Lack of research and evaluation.
8.	Lack of after care and follow-up program.
9.	Inadequate job placement and development program.
10.	Lack of pre-service and in-service staff development.
ADULT BARRIERS	
Rank	Barrier
1.	Lack of emphasis and priority at the local institution level.
2.	Inadequate facilities and space.
3.	Lack of committment to vocational education at the state program level.
4.	Inadequate levels of funding, especially when compared to public education.
5.	Lack of adequate job placement.
6.	Lack of adequate teacher skills, especially in the area of motivation.
7.	Lack of empirical evidence to support premise that vocational education makes a difference.
8.	Lack of public awareness of the importance of vocational education to the incarcerated individual.
9.	Lack of follow-up on graduates.
10.	Lack of interagency coordination.
JUVENILE BARRIERS	
Rank	Barrier
1.	Lack of diagnostic testing and guidance services.
2.	Lack of funds for construction of vocational facilities.
3.	Inappropriate or indifferent attitudes of legisatures toward correctional institutions.
4.	Lack of adequate time student spends while within institutions.
5.	No continuum of treatment services from initial detention through release.
6.	Lack of follow-up program.
7.	Lack of effective remedial program to correct basic skill deficiencies.
8.	No Federal channels of communication or agreement between institutions and departments of education.
9.	Lack of equal opportunities for female offenders.
10.	Low institutional priority for vocational education.

both personnel and programmatic needs were critical. The most important personnel and program needs have been presented in Table 1. As noted in this table, the most critical personnel need at the adult level was the need for vocational and educational counselors. Three other critical adult needs were identified: (1) the need for vocational teachers; (2) the need for special education teachers; and (3) the need for clerical staff.

At the juvenile level, the most critical personnel needs were for vocational teachers. This need was followed, in descending importance, by the need for reading specialists, the need for academic teachers, the need for special education teachers, the need for tutors and the need for clerical support.

In terms of programmatic needs, there was substantial similarity between adult and juvenile needs. At the adult level, the greatest need was for classroom space. This was followed by the need for shop/lab space, the need for a comprehensive follow-up system, the need for a community/employer referral system, and the need for individualized instructional materials. At the juvenile level, the greatest need was for tools and equipment. This was followed, in order of importance, by the need for a comprehensive follow-up system, the need for raw materials, the need for a community/employer referral system, and the need for additional shop and lab space.

Funding

Funding data reflected great diversity between states and institutions. Because of differing sizes of institutions and differing tax bases, the spending level per adult institution ranged from a high of over 9 million dollars to a low of one half million dollars annually. Median expenditures ranged from two to three million per institution. At the juvenile level the range extended from a high of 8 million dollars to a low of one hundred thousand dollars a year per institution. Median expenditures ranged from one to two million dollars per institution.

Within adult institutions, vocational education expenditures averaged about 8 to 10 percent of the total institutional budget, or between one and three hundred thousand dollars per institution. Approximately 37 percent of these monies were expended on instructional salaries; thirty-five percent

Table 1

MOST CRITICAL PERSONNEL AND PROGRAMMATIC NEEDS*

Personnel Needs				
Need Categories	Criticality of Need			
	Adult		Juvenile	
	Mean	Rank	Mean	Rank
1. Vocational and Education Counselor	2.31	1	1.82	9
2. Vocational Teachers	2.08	2	2.57	1
3. Special Education Teachers	2.06	3	2.25	4
4. Clerical Support	2.06	3	2.07	5
5. Institutional Parole Officer	1.96	5	1.07	22
6. Reading Specialists	1.90	7	2.32	2
7. Academic Teachers	1.94	6	2.32	2
8. Tutoring Specialists	1.08	20	2.07	5
Programmatic Needs				
Need Categories	Criticality of Need			
	Adult		Juvenile	
	Mean	Rank	Mean	Rank
1. Classroom Space	2.61	1	2.00	7
2. Shop/Lab Space	2.49	2	2.14	5
3. Follow-up Survey	2.43	3	2.32	2
4. Community/Employer Referral Service	2.39	4	2.21	4
5. Individualized Instructional Materials	2.35	5	1.57	13
6. Raw Materials	2.30	6	2.25	3
7. Tools and Equipment	2.22	8	2.36	1
8. Teacher In-Service	2.15	9	2.04	6

* Complete data presented in Final Report.

1 = unimportant; 4 = very important

were used to meet administrative expenses; twenty percent were allocated to instructional materials; the rest were allocated to support services and staff development.

At the juvenile level, 25 to 40 percent of the budgets were expended on educational activities; however, only 5 to 12 percent of the total was allocated to vocational education. Within vocational programs, 70 percent of the expenditures were used for instructional salaries; twelve percent of the costs went for instructional materials; ten percent of the funds were used to provide support services; the remainder of the money was allocated for administrative expenses and staff development.

Administrators, when asked to quantify the personnel and programmatic needs generated in the barriers and needs assessment, suggested some broad range of additional resources necessary in their estimation to successfully serve their current population. If the average cost of a personnel position was assumed to be $15,000 per year, then adult administrators estimated needing almost $207,000 in personnel positions, coupled with over $53,000 in equipment, curriculum, and other programmatic elements in order to meet current demands. Thus the average estimate of need exceeded $260,000 per adult institution.

At the juvenile level, the figure was considerably greater. Juvenile administrators estimated that over $137,000 per institution was needed for program elements such as curriculum, follow-up surveys, tools and equipment, and classroom space. In addition, these administrators estimated that some $261,000 per institution was needed to meet personnel requirements. Taken together, this meant that the estimate of need exceeded $400,000 per institution to successfully serve present populations.

Policy

The issue of vocational education policy emerged as a critical issue. Traditionally, the development of policy concerning the provision of vocational education to incarcerated populations had been a low priority item. This situation resulted from several factors including: (1) lack of consensus concerning the possible role and function of corrections among correctional

officials as well as the general public; (2) competing and antithetical philosophies between divisions wtihin corrections such as security and education; and (3) the traditional position of education as a service in corrections.

Administrators were asked to describe the principal mission of their institution in terms of its articulated goals and purposes. The two most frequently cited goals for adult institutions were security and rehabilitation with each goal having been suggested as the primary mission in approximately 32 percent of the institutions. Academic and vocational training was the third most frequently cited major goal with the administrators of approximately 19 percent of the institutions reporting that this was the primary mission of their institution. Other suggested missions included prevention of crime and protection of society, drug and alcohol rehabilitation, counseling, and developing motivation.

Within juvenile institutions few clear patterns emerged among broad categories of responses. Rehabilitation, training, and successful reintegration each received support as the primary mission in 25 percent of the institutions. Within the other 25 percent of the institutions, a variety of principal missions received support including the prevention of recidivism, retention; and change in offender attitudes.

Administrators were asked to indicate how vocational education fit within the goals of the institution. At the adult level, the majority of administrators envisioned that vocational education was a part of rehabilitation; it was therefore important, but not of greatest importance. The same general finding held for juvenile programs.

Among the exemplary programs, policy received great attention. These programs were characterized as programs with clearly articulated and written purposes, goals and objectives; further, there was a clear educational—not just correctional--program through which to achieve the goals and objectives. This did not imply that all goals and purposes were identical. However, there was similarity among goals of all exemplary adult level programs as well as similarity among goals of all juvenile level programs. Due to the short tenure of students in juvenile institutions, the program goals

for most juvenile vocational programs were to develop the following: (1) basic work skills, (2) positive work habits, and (3) positive work attitudes.

In adult institutions, students were older and their sentences longer. In addition, students from adult institutions would more likely be entering the job market immediately upon release. For these reasons, the majority of adult institutions with exemplary programs appeared to have adopted the following three priorities for their vocational training programs: (1) preparing the inmate with job entry skills; (2) preparing the inmate for on-the-job training; and (3) preparing the inmate for entrance into a postsecondary vocational-technical program.

Cooperation and Coordination

Traditionally, those who provide services to incarcerated individuals have been employed within the department of corrections and have been isolated from other service agency personnel in a fashion analogous to the isolation of the prison population. Even within corrections, representatives of different divisions or sections have functioned independently more frequently than in coordination. This situation has existed in spite of the advantage that might be gained from increased coordination. As a result, this issue became one of increasing importance as the study progressed. The question of interest dealt with the characteristics of inter- and intra-agency coordination. Of particular concern were characteristics such as interaction patterns, relations with other institutional programs, and community relations.

Vocational administrators were asked to indicate the number of contacts their program personnel had with personnel from other agencies that have similar responsibilities. Findings, as depicted in Table 2, indicated that relatively few contacts were made between vocational personnel and other agency personnel during the specified time period. For example, at the adult level, relatively few contacts occured between corrections vocational personnel and personnel from any other group. The greatest number of contacts occurred for vocational rehabilitation personnel with an average of 6 contacts per training year. Other contacts of note included interaction with the family of inmates, employment security commission personnel, four-year university personnel, and state department of public instruction vocational personnel, each of which averaged about four contacts per year. Officials

Table 2

NUMBER OF CONTACTS BETWEEN VOCATIONAL PERSONNEL AND PERSONNEL FROM OTHER AGENCIES WITH RELATED RESPONSIBILITIES

Other Agencies and Contacts	Number of Contacts Per Year					
	Adult			Juvenile		
	Number of Contacts	Percent Initiated by Program	Percent Initiated by Other Agency	Number of Contacts	Percent Initiated by Program	Percent Initiated by Other Agency
1. State Dept. of Public Instruction, Vocational Educational Personnel	3.9	50%	50%	10.7	50%	50%
2. Vocational Rehabilitation Personnel	22.4/6.0*	55%	45%	7.1	67%	33%
3. CETA Representatives	2.5	58%	42%	1.2	33%	67%
4. Family of Inmate	4.5	67%	33%	15.8	80%	20%
5. Local School Official (Secondary)	1.4	65%	35%	2.2	67%	33%
6. State Level Community College/ Technical Institute Personnel	2.5	42%	58%	1.9	No rept.	No rept.
7. Dept. of Human Resources/Human Services Personnel	0.3	65%	35%	19.3	50%	50%
8. Volunteers	3.9	55%	45%	5.9	50%	50%
9. Chambers of Commerce	0.5	72%	28%	0.0	50%	50%
10. Employment Security Commission Personnel	4.4	80%	20%	2.2	50%	50%
11. Vocational Advisory Committee Personnel	2.3	38%	62%	2.0	25%	75%
12. State Dept. of Public Instruction, Special Education Personnel	0.4	38%	62%	2.0	25%	75%

(continued)

Table 2 (continued)

NUMBER OF CONTACTS BETWEEN VOCATIONAL PERSONNEL AND PERSONNEL FROM OTHER AGENCIES WITH RELATED RESPONSIBILITIES

Other Agencies and Contacts	Number of Contacts Per Year					
	Adult			Juvenile		
	Number of Contacts	Percent Initiated by Program	Percent Initiated by Other Agency	Number of Contacts	Percent Initiated by Program	Percent Initiated by Other Agency
13. Social Security Administration Personnel	2.1	40%	60%	0.5	80%	20%
14. Local Community College/Technical Institute Personnel	0.8	43%	57%	0.5	70%	30%
15. Vocational Educators from Other Correctional Institutions	2.0	50%	50%	2.5	50%	50%
16. State Correctional Department Vocational Education Officials	3.9	37%	63%	10.8	33%	67%
17. 4-Year College/University	4.2	54%	46%	1.4		
18. Adult Education Association of U.S.A.	0.4	29%	71%	0.0	No rept.	No rept.
19. LEAA	0.4	50%	50%	0.3	No rept.	No rept.
20. Other	0.3	No rept.	No rept.	0.0	No rept.	No rept.

* Rate when adjusted to remove one state which had an unusually high number of contacts per training period.

from other agencies such as juvenile personnel from State Departments of Human Resources, Law Enforcement Assistance Administration Personnel, adult education personnel, and special education personnel were rarely contacted even though many of these agencies would seem to have had expertise and services that could have been valuable to vocational education in corrections.

At the juvenile level, administrators reported more frequent contact with more agencies than had been reported by their counterparts within adult institutions. For example, more than 10 contacts per year were reported with personnel in four agencies, the state department of public instruction, vocational education personnel, families of the offenders, the department of human resources or of human services personnel and the state corrections department vocational education officials. Infrequent contact was the accepted pattern for contact with officials of vocational advisory committees for the institution, local community college and technical institute personnel, law enforcement administration officials, CETA representatives, chambers of commerce officials, and personnel from other correctional institutions.

Within specific institutions, interview data suggested that few formal relations existed between vocational personnel and personnel responsible for other correctional fucntions. Officials suggested that this situation resulted from the lack of formal policy and the failure to specify goals, objectives and purposes of vocational training within the overall mission of the institution. This is not to suggest that the potential for developing working relationships between various functions within the single correctional institution or between agencies within correctional departments at the state level is impossible. Indeed, study data suggested that the development of such relations was both possible and highly desirable. In addition, survey data suggested that the goals and purposes of vocational education while not identical to the goals and purposes of either prison industry or maintenance and service operations certainly were complementary to those functions. For example, the most important goal of prison industry for adult institutions was the development of a specific job skill for employment of the inmate upon release. Other important goals included the development of inmate work habits and systematic instruction in work values and attitudes. Each of these goals was directly transferable as an objective for vocational

education. Even other important goals of prison industries such as the third most important goal, reduction of costs of incarceration to the state, and the fourth important goal, providing a quality product at a profit, were not antithetical to vocational education.

The goals of prison maintenance and service operations were not as conducive as the goals of prison industry to a match with vocational education; however, the goals were not prohibitive to the development of a coordinated program of vocational education and maintenance and service operations. For example, the goal of developing an inmate's work habits was the second most important goal for maintenance and service operations within adult institutions. In addition, the goal of developing specific job skills for employment upon release was the fourth most important goal of maintenance and service operations; the goal of teaching work values and attitudes was the fifth most important goal of adult maintenance and service oeprations. The most important goals, performing a necessary service for the facility and reducing the cost o incarceration to the state, would not necessarily exclude the provision of vocational training through maintenance and service operations.

Within exemplary/successful programs, the issue of coordination and cooperation was viewed as critical. Agency agreements, especially ones that provided for a pooling of resources, were used in several very successful programs. Coordination was affected between division within corrections, between vocational education and the community, and between correctional vocational education and other agencies and organizations with educationally related responsibilities.

Planning

Effective vocational education for incarcerated populations requires systematic, comprehensive planning which includes establishment of priorities, systematic development and initiation of programs, frequent monitoring of activities, thorough program evaluation and the utilization of feedback. Study data indicated that such systematic and comprehensive planning was not standard practice in southeastern correctional education programs. Typical planning appeared to involve the development and use of programs in use elsewhere rather than programs engineered specifically for the char cteristics of their inmate population and specific institution. In addition, the data

suggestdd that local planning could be described as looking inward rather than outward; community contacts were too often infrequent and informal. Table 3 depicts local administrators' perceptions of their most important planning resources. At the adult level, as indicated in the table, internally fixed items such as current financial resources, staff skills, inmate interest, equipment, facilities, and inmate characteristics the most important items. These were followed by factors such as traditional/on-going programs, size of population served, and state rules. Least important in the planning process were advisory council input, industrial growth projections, manpower needs, and task analysis of occupations. These later items were pertinent planning data because they establish community and employer needs as well as improve program flexibility in providing related training.

At the juvenile level, the relative importance and rank of various factors in the planning process was highly similar to that at the adult level. The most critical factors were financial resources, staff skills, facilities, equipment and so forth. The least important items were advisory council input, industrial growth and manpower need projections.

Reliance on given financial resources, staff skills, equipment, existing facilities and so forth revealed the inward orientation and isolation of the training programs and inhibited accomplishment of project objectives. For example, if the program purpose was to prepare individuals for gainful employment in recognized, new or emerging occupations but program development was based exclusively on existing money, staff certification and student interests, then there probably would be no match between offerings and demand or between content and specific skill requirements of jobs. Further, placement officials and inmates may be placed in a particularly difficult situation if training was totally unrelated to job needs.

Use of only those planning factors indicated as important had one additional, potentially negative consequence in that the noted factors did not provide for program growth or accountability. Community and student need were not taken into account and relative success was not determined. However, there was evidence among the programs that had been recommended as exemplary/successful that planning procedures were both important and utilized more systematic information and means for program development.

Table 3

RANKING AND RELATIVE IMPORTANCE OF VARIOUS FACTORS
IN THE PROGRAM PLANNING PROCESS

Factors in Planning Process	Adult		Juvenile	
	Mean Rank	Rank	Mean Rank	Rank
1. Staff Skills	3.52	2	3.32	2
2. Financial Resources	2.49	1	2.90	1
3. Equipment	3.89	4	5.19	4
4. Federal Mandates, Rules and Regulations	8.67	10	9.32	10
5. Traditional/On-going Programs	6.01	7	6.18	7
6. Inmate Characteristics	5.56	6	8.57	8
7. Size of Population Served	7.93	8	5.57	5
8. State Mandates, Rules, and Regulations	8.23	9	9.00	9
9. Facilities	4.63	5	3.36	3
10. Industrial Growth Projections	9.90	11	10.25	12
11. Manpower Needs Projections	10.00	12	9.36	11
12. Task Analysis of Occupations	10.82	13	10.46	13
13. Inmate Interest	3.78	3	6.11	6
14. Local Advisory Group Input	11.38	15	12.21	14
15. Other	11.30	14	15.00	15

Exemplary programs were found to utilize systems for course and program development which (1) were coordinated with other agencies and (2) employed quantitative data upon which to base decisions of program initiation, expansion and/or elimination. The most effective strategies matched program development with manpower needs, external training programs and participant interest.

Organization of Delivery System

Each state utilized a delivery system somewhat peculiar to that state. However, two basic patterns for the provision of vocational education were evident. In one type system, all services were provided by Department of Corrections personnel within the specific institution. In the second type system, the Department of Corrections contracted with other agencies, most often the Department of Community Colleges/ Technical Institutes, to provide services to incarcerated populations either within the correctional institutions or within the educational institutions. Each system had its advantages and disadvantages. For example, the system that utilized existing educational systems had the advantage of requiring fewer long-term commitments for equipment or personnel and could be more responsive to community needs; it also had the potential to increase contact and improve public relations in the community. At the same time, this system had the disadvantages of having less control over the situation, being subject to the school year calendar of the institution, causing resentment within the community if the correctional program used facilities that might otherwise have been used in the community, and having been bound to the planning process of the educatioal institution.

The system in which all services were provided by Department of Corrections personnel within the individual correctional institutions also had advantages and disadvantages. Among the advantages were control over the entire nature of the program offered and flexibility to change any aspect of the program to meet specific local requirements. Among the disadvantages of this system were the increased isolation that can result from such an arrangement, the potential for higher costs and/or less money to spend if corrections must assume the entire fiscal responsibility from its own limited budget, and the potential to have to duplicate curricular materials and equipment that might be available elsewhere.

Several new developments in the organization of the delivery systems were of note. For example, in one system, parole and probationary services were in the process of being incorporated into the correctional setting and department. This arrangement had potential to increase the effectiveness of vocational education by increasing placement and facilitating

evaluation. In another setting, the State Department of Community Colleges and Technical Institutes and the Department of Corrections had created a community college/technical institute especially for inmates. In this setting, which served a variety of institutions, a large number of inmates were provided with training in a wide number of occupational areas. Further, the arrangement met the needs of both regions.

A third development in the delivery system was a move to run the educational programs within the institutions as a single local education agency and part of the State Department of Public Instruction. This system had the advantage of securing funding from educational rather than correctional appropriations at the state level. It also had the advantage of decreasing program isolation and increasing contact for planning and implementation.

Program Characteristics

Types of programs offered. Over 88 percent of the fifty-one adult institutions which responded to the survey housed vocational programs. The average number of vocational programs offered per institution was 6, with a range of 1 to 18. As expected, there tended to be a relationship between size of institution and number and variety of course offerings with larger institutions generally providing more and a greater variety of programs.

At the juvenile level, 90 percent of the 22 responding schools offered vocational programs. Although similar to adult institutions in terms of average number of vocational programs per institution, 5 as opposed to 6 in adult institutions, the focus of programs at the juvenile level differed markedly from that of adult programs. Programs at the juvenile level tended to concentrate more on career exploration rather than intensive skill training.

Within the responding adult institutions, 266 vocational programs were reported to have been offered. The most commonly reported job clusters were, in order of frequency of occurrence: construction trades, transportation-related trades, product services, manufacturing, business and office trades, communication and media, agriculture, hospitality and recreation, home economics, health occupations, and personal services. The most

frequently offered programs, in descending order, were auto mechanics, masonry, welding, carpentry/building trades, food services, plumbing, small engine repair, gasoline engine mechanics, electrical wiring, horticulture, and radio and television repair. Employment projections for most of the occupations look promising through 1985, particularly for the most frequently used programs.

Within the responding juvenile institutions 95 vocational programs were reported to have been offered. When grouped by occupational cluster, the offerings were similar to those in adult vocational programs except that juvenile programs also offered marketing and distribution courses. The most frequently offered programs included auto mechanics, welding, carpentry, sewing, upholstery, auto body repair, small engine repair, cosmetology, and food services.

Most of the training programs offered in juvenile facilities were projected to show at least an average amount of growth through 1985. Exceptions included woodworking, cabinetry, textiles, upholstery, laundry, auto body repair, body and fender repair, shoe repair, furniture repair, and phototypesetting, each of which was expected to decline.

In terms of the most frequently offered programs, only two--upholstery and body repair--were expected to show less than average growth through 1985.

The status of women. Females comprised 8 percent of the adult population and 17 percent of the juvenile population in the institutions surveyed. Only 11 percent of the incarcerated females were served in adult vocational programs; females represented 6 percent of the total vocational enrollment. At the juvenile level, female involvement in vocational education was higher; approximately 46 percent of female offenders were enrolled in vocational education. They comprised 19 percent of the total enrollment.

With few exceptions, female inmates/offenders were enrolled in traditional, vocational programs that either led to low-paying jobs or, in some cases, to no job at all. The most frequently offered programs at the adult level were clerical and office occupations, consumer and family life, key punch, nurses' aides, and sewing. At the juvenile level, the most frequently offered programs were home economics, sewing, cosmetology, business and

office and distributive education. Jobs resulting from most of these training areas were judged to be low-paying with little opportunity for advancement. This is particularly unfortunate since a large percentage of incarcerated females have dependent children and no husband or family to assist with their support.

Some non-traditional courses were being offered in a few female institutions in the southeast. These included: carpentry, electronics, barbering, shoe repair, upholstery, small engine repair, bricklaying, and wood-working. In most instances, however, the enrollments were too small to infer that a trend was emerging.

Support services. Over half of the juvenile and adult administrators reported that their programs offered some individual vocational counseling and assistance with work or training assignments; the degree of utilization was smaller in juvenile than in adult facilities. Over half of all juvenile and adult facilities reported offering aptitude testing, with a little less than half of the responding adult institutions claiming to provide interest testing. Much less prevalent were vocational group counseling and visits by outside business and industry representatives. Some adult institutions reported no efforts in this directions.

In keeping with decreased emphasis within juvenile programs on vocational education when compared with adult programs, the percentage of juvenile facilities offering no job placement services exceeded by twice that of adult programs. Courses in job hunting skills appeared to be the most typical type of job placement service in juvenile facilities whereas job placement by pre-release center or halfway house was the most common in adult facilities. Few adult and juvenile facilities maintained position openings on file within the institution.

Instructional Staff. Most adult vocational administrators rated the level of training of their vocational staff to have been good. Only 7 percent of the respondents at the adult level judged their vocational teachers to have been "minimally trained" and none reported staff training to have been insufficient.

With respect to performance, 95 percent of the adult administrators judged their teachers to have been very well or moderately well trained. None judged their teachers to be insufficiently trained and only 5 percent evaluated their teachers to have been minimally trained.

At the juvenile level, vocational teachers were reported to have been less well prepared by formal education than at the adult level. Although the majority of the respondents placed their vocational teachers in the well trained category, 9 percent thought their teachers were insufficiently trained and 29 percent thought their teachers were minimally trained.

Vocational teachers received a more favorable evaluation of their performance than of their academic background. Most of the respondents placed their vocational teachers in the well trained categories; only 10 percent of the administrators believed their teachers to have been insufficiently trained. In contrast, none of the responding vocational directors in the adult system thought their vocational teachers were insufficiently trained.

Entry and exit practices. The most frequent requirements for course entry in adult vocational programs were specific reading requirements and sufficient time remaining before release to complete training. Other course entry requirements in order of frequency of occurrence were: specific math or other academic requirements, minimum school grade equivalent completed, absence of a specific handicap, I.Q. or other standardized score, minimum custody or security level, and no requirement. Less common course entry requirements were specific age range, prior skill training or work experience and absence of incarceration for certain offenses.

At the juvenile level, there were no entry requirements for most courses. Most programs were reported to have been open-entry, open-exit by necessity since the turnover at most juvenile facilities was so frequent and the average stay too brief--8 months. The next most common entry requirements were, in order of frequency: specific age range, specific reading requirements, sufficient time remaining before release to complete training, minimum custody or security level and absence of specific handicaps.

In general, findings were supportive of the vocational programming efforts in southeastern correctional institutions. Data suggested that progress had been made over the last several years to offer expanded and improve programs for incarcerated populations. Study data revealed a continuing commitment at state and local levels to developing and expanding programs to more adequately serve the target population. There was a particularly strong desire to strengthen programs among administrators at the local level. As importantly, administrators at the state and local level had firm ideas about their needs for program improvement. In addition, there was a set of exemplary and successful vocational programs within the region that could be used as models for further program development.

Nine issues emerged as critical topics for consideration during the course of the research activity. These issues were: (1) population served; (2) barriers and needs; (3) funding; (4) policy; (5) coordination and cooperation; (6) planning; (7) organization of delivery system; (8) character of vocational programs; and (9) the nature of successful and exemplary education programs.

Findings pertaining to several of these issues suggested great similarity between southeastern programs and vocational programs within correctional institutions located in other sections of the country. For example, in terms of population served, roughly identical populations were served in southeastern programs and programs elsewhere. This was true in terms of percentage of inmates served as well as personal characteristics of those inmates. In addition, a slightly higher percentage of female offenders were served within southeastern programs than the national average.

In terms of funding, data suggested major similarities between southeastern programs and programs elsewhere in terms of money expended. This was true in terms of the dollar amounts spent on vocational education, $100,000 to $200,000 in adult and juvenile programs; it was also true for the percentage breakdown of total costs into expenditure categories such as instructors' salaries, administrative costs, materials costs, and so forth.

In terms of policy, findings from southeastern programs were similar to those nationwide. Vocational education was considered important, but the exact role of the program was often unclear or confused. Frequently it was placed within the broad category of a rehabilitation service. In addition, often it was considered of secondary importance to functions such as security.

The similarities between southeastern programs and programs in other portions of the country was not to be construed as a suggestion that southeastern programs were identical to the rest of the nation on all issues. Indeed, for some issues the data suggested that southeastern programs may require more effort than programs in other areas in order to make their programs effective. This is particularly true of the issues of coordination/cooperation and planning. Conversely, on other issues administrators within the southeastern correctional institutions may have been more advanced in their thinking than their counterparts in institutions in other portions of the country. This was particularly true for the information collected on barriers and needs where the data suggested that administrators had systematically considered this issue and were able to rank and quantify, in dollar terms, the specific personnel and programmatic needs of their program in order to provide successful vocational education to their current populations. Specifically, findings revealed that an average of approximately $260,000 per adult institution and $400,000 per juvenile institution was estimated as needed in order to make appropriate revisions within current programs to successfully serve incarcerated individuals.

In terms of organization of the delivery system, the southeast evidenced a variety of programs and organization patterns that were effective. Interview data suggested that each of the organization patterns and organizational innovations may have been successful; however, there was no comparative data to suggest which system might have been the most effective.

There were data to validate that the suggested exemplary programs were effective in providing successful vocational education for incarcer-

ated populations. Such programs were found to have a positive effect on morale as well as to improve in-program success and post-release employment. Further, the techniques employed had potential for transportability; however, the relative importance of different programmatic variables on programmatic success was not known.

Great diversity was found among southeastern institutions on two issues--coordination/cooperation and planning. In some instances programs reflected advanced systems and procedures while in other programs there was virtual neglect of these issues. Overall, however, the data suggested that careful, comprehensive, and systematic attention was needed concerning these two issues. Too often, study findings indicated that planning was haphazard or absent and that in terms of coordination/cooperation, programs existed in isolation from other correctional functions as well as related agencies. The major recommendations followed from the findings pertaining to these two issues, but involved other issues as well.

SUGGESTIONS FOR FUTURE CONSIDERATION

Three major recommendations are offered, which, if implemented, could have a significant effect for both adult and juvenile populations. The recommendations should facilitate accomplishment of objectives of vocational education and assist programs to more successfully serve incarcerated populations.

Recommendation #1: Department of Corrections and/or Juvenile Services and the State Department of Education and/or State Department of Community Colleges and Technical Institutes should jointly develop and enter into interagency agreements designed to insure the highest quality of vocational-technical education and training available to incarcerated populations. Coordination with other agencies such as Vocational Rehabilitation, the Department of Labor and Probation/Parole should also be investigated.

Study data revealed little formal or informal communication between correctional vocational programs and personnel from other agencies with

related responsibilities. Contacts at the adult level averaged 5 or less per year and were not institutionalized. At the juvenile level, while more contact was established, the responsibility was entirely on the prison officials. Even in those instances where program approval for vocational programs was required from education departments, there was no regular contact or continuing consultation on the implementation of vocational programs within correctional institutions. Planning, needs assessment, funding and so forth was completely carried out by correctional officials.

The development of interagency agreements would establish new policy and clearly outline the roles of each agency involved. Further, it would stimulate the development of mutual assistance at the local program level as well as provide guidance on how programs could be developed. Among the specific issues that could effectively be addressed through such agreements are: (1) role of agency; (2) funding; (3) staff development; (4) planning; (5) program evaluation; and (6) technical assistance for program implementation. Ultimately, it is entirely possible that through the more efficient use of funds, facilities, and personnel, the costs to each involved agency would be reduced while, at the same time, providing more effective and successful vocational education to the target populations. Among the types of ideas that could profitably be addressed through cooperation and coordination are:

(1) Vocational education personnel at adult and juvenile levels could be encouraged, through stipends and annual leave time, to participate in staff development activities offered by Departments of Education and/or Departments of Community Colleges and Technical Institutes;

(2) Program planning and curriculum decisions should be made on the basis of current and projected manpower needs data with active involvement of surrounding local education agency personnel and local advisory councils;

(3) Inmates should have services made available through a variety of agencies, thus improving the array of services and decreasing the isolation of correctional programs;

(4) Coordinated and commingling of funding from a wider variety of sources should become a reality with increased amounts becoming available; and

(5) Development and use of other prison functions such as prison industries and maintenance and service operation as vocational training programs could be investigated. These programs could become vocational programs by reconceptualizing work assignments so they recognize and emphasize vocational skill development. Among these issues to be addressed would be: (a) grouping each job or assignment into service areas and conducting a task analysis of each job to determine specific skill requirements as well as tasks and operations which are carried out in each assignment; (b) provision of training to work supervisors in the work programs to assist these personnel in developing an instructional role so that training becomes a major aspect of their responsibilities; (3) development of a certification program for each specific job which indicates completion, the number of months or number of hours of training, the applicable Dictionary of Occupational Training codes, and the specific skills acquired by the inmate. This certification procedure would provide inmates with a tangible document that would verify their proficiencies and length of experience in specific job areas.

Recommendation #2: Comprehensive educational programs need to be developed and implemented that provide for the entire range of necessary services and the characteristics of the incarcerated individuals.

The development of comprehensive educational programs is a necessity. The simple provision of skill training alone does not suffice as an educational program and cannot, alone, meet the goals of rehabilitation. Instead, programs that deal with the total individual and individual needs and characteristics are required. Among the factors for consideration are the following:

(1) Comprehensive course development and course termination should be based on manpower needs, industrial growth, advisory council input, and inmate interest.

(2) Each institutional vocational education program should be required to establish and maintain an active advisory council, including local education agency personnel, to advise the programs. Specific roles and responsibilities of advisory council members should be specified and, where appropriate, their approval of program planning and curriculum changes should be required.

(3) Each program should include vocational and personal counseling to assist in assessment, career exploration and awareness, and reintegrated experiences. Systematic assessment of needs, abilities, interests and goals should be required for use in planning for the individual.

(4) Each program institution having vocational education programs should have a minimum of one job placement counselor to assist offenders in locating, obtaining and holding jobs after their release. This placement program should also include systematic follow-up of ex-offenders and use of that information for program revisions and improvement.

(5) Each program that returns inmates/offenders to training situations rather than to work situations should provide school and family liaison services to facilitate reentry into society.

(6) Each program should provide for acquisition of basic skills in reading, writing and arithmetic for each program participant.

(7) Each program should provide for life skills and for job hunting/keeping skills for program participants.

(8) Programs should be geared to the real differences and needs of students including male/female differences, differences due to

language or race, and differences due to ability levels and educational and work experiences. An individual IEP should be considered for each inmate and offender.

(9) Programs should consider multi-skills programs that overcome difficulties of specialization. Such programs should provide task training across specialities in order to train the offender for a wider range of jobs. The actual curriculum should be modernized by task skill to permit performance objectives and continuation of training from institution to institution.

(10) Programs should be evaluated systematically and comprehensively on a regular basis and the data should be used to revise programs.

Recommendation #3: The effect of differing organizational arrangements and different mixes of program variables should be investigated in order to determine what arrangements have which effect on the provision of successful vocational education.

The effect of different delivery systems on vocational education as well as the impact of different programmatic variables on program effectiveness is not known. Research on each question should produce answers that will be useful in planning, developing, and implementing effective programs. Of particular concern would be the relative effectiveness of, for example, the provision of all educationally related services only through corrections versus the alternative of only contracting for the provision of educationally related services through alternative agencies.